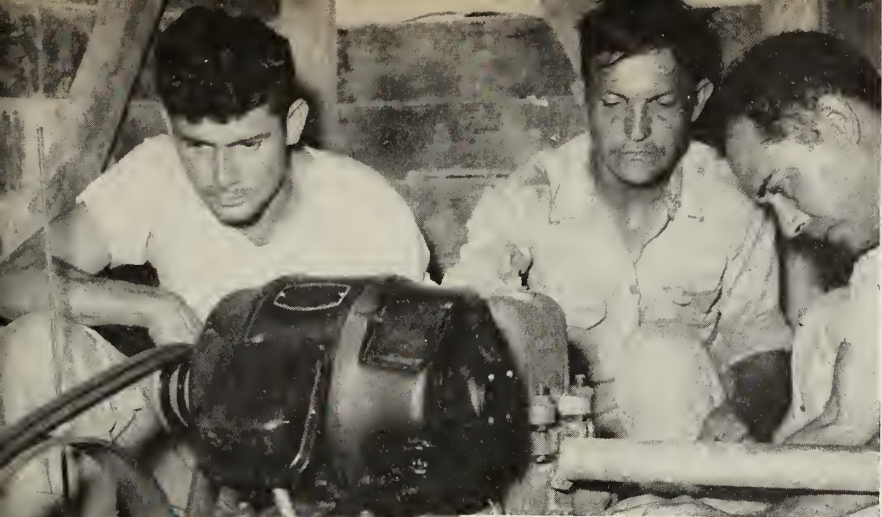


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EXTENSION SERVICE
Review

AUGUST 1958



How Community Action
Solved A Problem—page 157

EXTENSION SERVICE *Review*

Official monthly publication of
Cooperative Extension Service:
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The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

The expressions of the children in the right hand photo on the cover are probably typical of the people of Jaguas, Puerto Rico, when their community obtained a good water supply. The article on page 157 tells how these people pitched in to solve this critical community problem.

I think you'll also be interested in the article by Associate Director Nesius, Kentucky, on why we need more economics in 4-H. This is based on a talk he gave at the February meeting of the Association of Southern Agricultural Workers. There is a growing awareness of this need and some extension groups are exploring ways to meet it. One is a Southern regional group which includes 4-H leaders and extension economists.

Plans for future issues of the Review have changed since I wrote Ear to the Ground last month. Then I said we would start special issues in November on the nine areas of Extension responsibility outlined in the Scope Report. We now plan to begin these in February.

In September we'll have the first of two special issues telling some of the changes taking place as Extension adapts to today's rapidly chang-

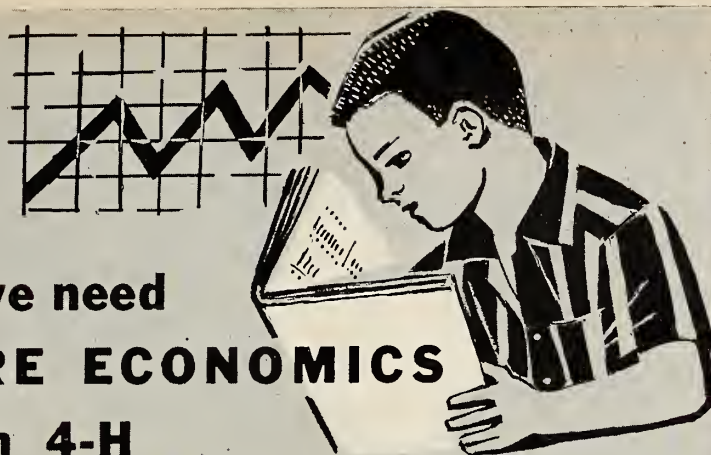
ing agriculture. We plan to start with an article telling the current situation in agriculture and some of the trends. Then we'll have one discussing the impact of this changing situation on the rural family. A third will explain what this changing situation means to Extension and what is being done to meet it. Then we will follow with articles giving specific examples of changes in programs, procedures, and personnel qualifications and training.

Examples of program changes are the broadening of marketing work and the emphasis on developing all resources in Rural Development. Changes in methods include renewed emphasis on Farm and Home Development, group discussion on public affairs, township agents, and other pilot ventures. And there are new requirements for extension personnel. Now people are needed with commerce and administrative training, urban backgrounds, and many other qualifications.

The above are only a few of the many things taking place. When you see these brought together in the September and October issues, I think you'll agree that Extension is equipping for the future.—EHR

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we need MORE ECONOMICS in 4-H

by ERNEST J. NESIUS, *Associate Extension Director, Kentucky*

HOW can we get more economics into our 4-H activities? That is a question leaders of 4-H are asking as they adapt club work to a changed and more complicated world.

These leaders recognize that we now have a new situation on the farm as compared to 10 or 20 years ago. Agriculture and rural life have changed tremendously. Present day conditions leave no alternative except to adjust if we are to live as an organization, which in its simplest terms means that we must meet the needs of our clientele.

Foundation for Growth

Too often economics is considered something unrelated to fattening a calf or making a dress when, in fact, it is part of it. We have not anchored 4-H philosophy to the basic subject matter of economics. This is necessary to provide stability and to provide a foundation from which to grow.

Economics can be defined simply as an overall science which is concerned with the "means" of living when such means are in scarce supply. We may also say that economics is the science in which man deals with his relationship to the material means of livelihood. The objective of economic choices, of course, is to maximize satisfaction for the individual.

Let us recognize some of the things we believe.

We believe that 4-H will assist boys and girls to gain an understanding of the adult world in economic and social situations.

We believe that 4-H provides an excellent opportunity for youth to participate in an interplay of moral, spiritual, economic, social, and political forces. We try to simulate real situations in the adult world and then guide the boys and girls through them.

We believe that "the project" is the best vehicle for developing the boy or girl. We design this project as a small-scale replica of the real-life situation.

4-H leaders believe that to be successful a 4-H project must lead to a climax.

We believe that we can strengthen 4-H with more economics in the projects.

Basic Needs

Now let us look at four basic needs which may help to correct the situation and thus solve the problem.

1. We need to possess a thorough understanding of the changes a boy or girl experiences in growing up. Many 4-H activities are already adapted to the different phases of development. If age is chosen as the first criterion for stratifying youth, then different economic and social teaching situations must be met with in each classification.

2. We need to adapt a training

program to teach applied economics to professional workers and volunteer leaders. It would be a serious mistake to develop methods of emphasizing economics in 4-H programs without training professional workers and volunteer leaders to evaluate the project activities from an economic standpoint.

3. We need to intensively evaluate present projects and activities to determine their effectiveness in meeting our objectives. We need to ask: What will be the future needs of 4-H members? What changes should be made? What shall we drop?

4. We need to develop most projects so that a natural training occurs in the business side of the real world. This doesn't mean that only the business side should be stressed. But if the business side and related aspects are recognized, all of the objectives can be accomplished. For example, it would be possible to put the whole project in a cost and return framework. Then we could use the economic form of analysis.

Gaining Perspective

All aspects of a project cannot be identified with a dollar sign, of course. But if they are recognized within the general cost and returns framework, we can apply the judgment factor by raising the question: Are the benefits worth the effort (cost)? The methods of analysis would be essentially the same.

The first three needs above are important to get economics into proper perspective for discussion. For the remainder of this article, we will deal only with the business side of the project activity.

To analyze the problem, we need to ask two questions: What would it mean to the 4-H project to place more emphasis on economics? What projects and activities would result from emphasis on economics, and how would it be evaluated within a 4-H framework?

Economics in the 4-H project would mean that success would be measured, in large part, by the 4-H member's understanding and analysis of his progress in the business he is learning. This would require specially developed project plans and forms.

(See *More Economics*, page 166)

Better Living for Farm Labor Families

by ANNA PRICE GARNER, Home Advisor, Kings County, Calif.

ORANGE crates, feed sacks, cardboard, tin cans, home gardens, chickens, powdered skim milk—these are the simple tools which eight California home advisors are using to help thousands of migrant farm labor families live a more comfortable life.

It's a pioneering program; nobody had done much organized educational work with the State's huge mobile farm labor pool before.

It's a large program, covering seven counties in the San Joaquin Valley and several more in the Sacramento Valley.

It's an important program; perishable crops make up much of the agricultural wealth of the area, so a large, mobile labor pool is essential. In some communities as many as 10,000 extra people may move in for a few weeks or perhaps a few months. Many specialized crops are grown, often on a large scale.

It's a difficult program; the laborers include whites from other States, Negroes, Mexicans and American

Indians. Some of the families follow the crops as they ripen; others find a place they call home and travel to nearby areas to harvest crops and return when work is finished.

Finest of all, this teaching program was started by farmers and homemakers themselves. It began in Kings County and spread from there. Farm operators felt their present standards of living were in jeopardy if lower standards of newcomers were not raised. They wanted their laborers to have the opportunity to improve themselves. Since 1949 the University of California, the State government, and the Rosenberg Foundation have worked with area farm people on migrant labor matters.

Housing Facilities

Some laborers live in housing provided by growers. By law, this housing must meet certain standards.

Other laborers locate in fringe areas of low-cost housing outside towns. Usually these are unincorporated. Extremely primitive sanitation, unsurfaced roads, low water pressure, homes of only one or two rooms, poor construction with odd scraps of lumber, poor heating facilities, danger of fire, and problems with insects, dust, and wind are obstacles which the families must overcome.

Still, the fact that they're becoming more settled and established on their own is important. This embryonic stability of previously mobile families makes it possible to establish an educational program with them.

We've used mostly the method demonstration and participation type of meeting in our teaching, with simple demonstration aids and written material. Some of the farm owners have provided cabins and larger centers with well-planned kitchens and



Author demonstrates how to gain better nutrition at low cost with powdered milk, dried eggs, and green vegetables.

sewing rooms for meeting places. These are used for teaching purposes as well as prenatal and well-baby clinics conducted by the public health department.

In our work the first essential was to gain their confidence in us as teachers, and likewise to develop in ourselves a sympathetic understanding of problems of migrant families. This helped us to motivate and guide their efforts to improve their level of living. We found it necessary to commend their first steps toward improvement to make sure other steps would be taken. In this first stage it's usually fatal to correct techniques or criticize. A "birth of belief" in themselves and their abilities is essential to their progress.

Meeting Problems

The program is designed to help wives of laborers meet their most pressing family living problems. It is planned jointly by homemakers and the home advisor to relate to families' food, health and sanitation, housing, storage, clothing and understanding of children.

To stretch their food dollars, many families learned to reclaim alkali soil before growing successful gardens. Others raised chickens or rabbits. Some produced both garden and home meat supplies. Demonstrations have helped many wives plan better meals at lower cost to meet the needs of all the family. Families learned how to use powdered skim milk wisely to gain low-cost good nutrition.

Homemakers also learned how to buy foods in quantity and to watch



This mother learned to make children's clothing from feed sacks. Clothing of two boys at right and garments hanging on wall were made from easy-to-get materials. Note child's chair made from an orange box and stools from tin cans.

for bargains in quality and price of food. Ways to prepare and store food to keep its top food value took on new importance.

Homes have been made lighter and gayer by painting or using wallpaper to cover rough lumber walls. Often we've shown how to lay newspapers on rough floors and cover with linoleum to make rooms easier to keep clean. The women have fashioned colorful curtains from feed sacks, burlap bags, and unbleached muslin.

We've taught how to use easy-to-get materials to improve the comforts of home . . . foot stools from #10 tin cans . . . dual-purpose "storage stools" from 5-gallon cans . . . small kegs or boxes added to the limited seating in homes.

For storage needs, we demonstrated orange crates or apple boxes fashioned into tables, chests of drawers, or storage walls. These add privacy as well as functional storage.

Better Results

Correct working heights make household tasks much easier. Simple wooden blocks under table or ironing board legs accomplished this. We also showed how to do housework so the women could save time and energy and still get better results.

Clothing was a real problem for most families. Lack of knowledge and skills, poor facilities for care and repair of clothes, little money to buy clothes, poor surroundings with rain and mud making clothes quickly unusable—these were some of the major obstacles.

Many of these homemakers see an opportunity to make an immediate and valuable contribution to family living by learning to make and repair clothing. Garments made at home seem more valuable and hence receive better care.

After learning to sew, one homemaker made 15 shirts for the men and boys in her family, saving \$1.50 per shirt. Naturally many women have bought sewing machines since learning how to sew. They've also learned some principles of better buying of fabrics and ready-made garments, as well as how to use commercial dress patterns.

Many new garments have been
(See *Better Living*, page 164)

How Community Action Solved a Problem

by M. L. CONDE THILLET, Press Editor, Puerto Rico

Visitors to Jaguas, a rural community in Puerto Rico, are usually impressed with its rustic beauty and the hospitality of its inhabitants. They think that this must be a place of happiness, where problems never have existed.

But the people of Jaguas had a serious problem back in 1956. They lacked a supply of pure drinking water.

They were using contaminated water from a stream far from their homes. The school was using water for cooking purposes and the students were drinking it, too. The danger of an epidemic was great. During the dry season water scarcity was another problem.

Initiating Action

A group of community and 4-H leaders visited the local extension office to discuss the problem with the county agents. Several possible solutions were studied. It was decided that meetings should be held throughout the community to alert people to the problem and the need for community action.

At one meeting, a representative from the Division of Civic Employment of the Commonwealth Department of Agriculture offered his agency's aid in constructing a water system. "We can provide materials and technical help," he said, "if the community will provide the labor and the necessary land."

After thorough discussion the community accepted this proposition as a solution to their problem. Many promised to work a day or more in building the system.

The project got underway in July 1956. The Civic Employment Division gave what they promised. And there was good response from the



Seven public faucets now supply pure water for the people of Jaguas.

community, with 60 or 70 people working.

Then, during the election campaign there was a slack period. People were too interested in politics to report regularly to work.

This problem did not last long however, because 4-H members of the community realized the urgent need for workers. They took on the responsibility and the project was completed in June 1957.

Today about 75 families obtain pure water for household use from seven public faucets in the community. One pipe goes directly to the school.

Plans are now being studied to supply water to 14 families living in a nearby housing project. The capacity of the distributing tank will have to be increased and other sources of water found.

These plans will be carried out because community action is strong in Jaguas. The community's success in solving their problem not only gave the people much satisfaction but it made them conscious of their strength as an organized group.



HEALTH— vital factor in family planning

by HELEN ROBINSON,
Extension Health Specialist,
Arkansas

WHEN a family thinks about changing the farming operation, a lot of factors have to be considered. One of the most important—frequently overlooked—is health. Will the new enterprise require more physical work?

A Hempstead County, Ark., farmer learned the answers to these questions the hard way. He changed from beef to milk production, despite the fact that he had been in ill health for some time. Soon after the change-over, the farmer suffered a heart attack and had to cut down his workload.

Then the farmer visited the county agent's office and wanted to partici-

pate in Farm and Home Development. If he had done this earlier, the state of the farmer's health might have been taken into consideration in a family planning session.

The importance of nutrition in maintaining high standards of health may also be brought out in family planning. Perhaps the homemaker will ask the extension agents for advice on food selection and preparation for a well-balanced diet. This, too, relates to an important factor in daily living—individual and family health.

County extension agents, working with families in Farm and Home Development, come face to face with many health problems. These problems play an important part in overall family planning and setting of goals.

Health involves all phases of daily living—physical, social, mental, emotional, economic, and spiritual. So, the success and happiness of any family depends upon the state of health of each individual member. Too many times the blame for low crop production is placed on weather factors, lack of personnel, and bad luck, when the real problem is time lost in man-hours because of illness.

Observing Problems

In working and counseling with farm families, agents often observe health problems. These do not necessarily have to be discussed with the family as soon as observed. But the agent should make a mental note to bring them up at an opportune time.

Some families may freely discuss their health problems with agents. Others may not be aware of them or may give health matters a low priority. When the problems become acute, then something drastic must be done and usually at more cost than if the condition had been treated sooner.

Extension agents try to be alert at all times to the possibility of health matters entering the picture in long-range planning. Is there a health problem in the family? What is being done about it? Do any family members have a chronic disease? Are any of the children handicapped? What plans have been made for treating these conditions? Does the family carry an adequate health insurance plan? Do they have a fami-

ly doctor and dentist? Have the children been immunized?

Is there a good water system? Are sanitary and garbage disposal facilities adequate? Do they have a rat and insect control plan? Have the livestock been tested for disease?

The answers to these questions need to be considered in determining future farm and home plans. If health matters need attention, the agent may have to devise a way to present modern concepts of healthful living to the family. If these are presented in the light of the particular situation, they may be a guide to changing unsatisfactory habits and conditions.

Health Counseling

How should agents approach a discussion of family health matters? Health is a personal subject and many agents are reluctant to even mention problems they have observed. The agents should, however, be prepared to bring these matters up when the time comes for planning immediate and longtime goals.

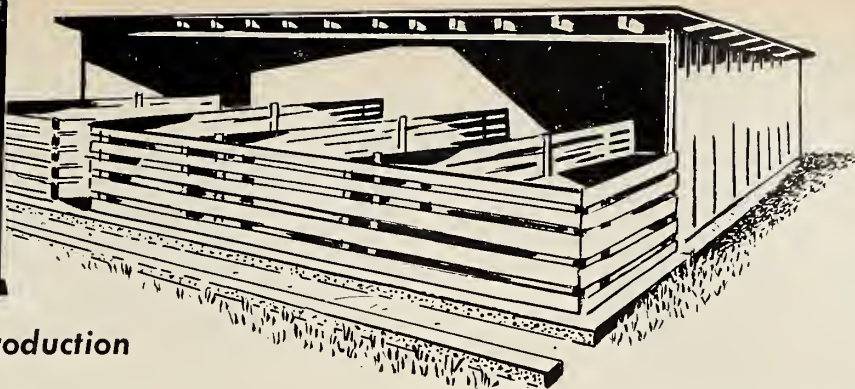
As agents gain the confidence of families, they are in a better position to counsel on health matters. This is particularly true when goals are planned.

Agents have a responsibility to suggest that heads of families have physical examinations. They should be encouraged to have a family physician—a good investment for a growing family. If there is an urgent health problem, it should be resolved before further steps in planning are undertaken.

Agents hesitate in counseling on health matters because of lack of background on the subject. In every county there are health consultants such as physicians, dentists, public health nurses, sanitary officers, and directors of health agencies, all of whom are willing to help with health problems.

Agents should feel free to consult with these people, or to bring them in on cases when the need arises and the family is willing. Many families in need of medical care are not able to pay and are not aware of the services of agencies willing to help.

Family health has not only an intrinsic value but a definite relation to net income. It is one of the most vital factors in family planning.



Pig Parlor Production

the agent's role in a SPECIALIZED PROGRAM

by JACK KELLEY, *Animal Husbandry Specialist, North Carolina*

PROGRESS is the product of cooperation. That's certainly true in pig parlor production or dry-lot feeding in North Carolina.

About 900 concrete feeding floors are being used in North Carolina in hog production. Rapid development of this swine program has been due to cooperation of feed companies with county agents and farmers.

Good examples of this are Martin County, where 80 feeding floors have been constructed, and Pitt County, which has 85. Feed representatives in these counties have stimulated interest among farmers by farm visits, meetings, and contacts at the feed dealers.

County agents furnish information to farmers on methods of feeding, breeding and management, market factors, how hogs fit in with other enterprises, and construction plans for pig parlors. Agents and specialists participate in meetings sponsored by the dealers.

Feed dealers expect the county agents to continue to be the leader in furnishing educational material and helping to develop the know-how to make the program succeed. This is a highly specialized program and farmers must know all the advantages and disadvantages before deciding if they want to go into it.

North Carolina State College has conducted experiments during the past two years to compare the cost of

raising hogs on a concrete floor with a pasture-type program. Dr. A. J. Clawson concluded that the cost is approximately the same for the two methods when a value is placed on the pasture.

He found that 358 lbs. of feed is required to produce 100 lbs. of gain on concrete floors while only 339 lbs. is required when hogs graze on Ladino clover. Hogs on concrete gain faster, producing 1.45 lbs. of gain per head per day as compared with pasture gains of 1.36.

Advantages and Disadvantages

Feeding on concrete gives a farmer an opportunity to use labor-saving methods and equipment. He can specialize in producing feeder pigs or feeding hogs out for market.

Hogs fed on a concrete floor gain faster during summer months when a sprinkler is used to keep them cool. Many North Carolina farmers find that gains during the summer months equal gains at other times of the year because of a sprinkling system.

Concrete floors offer an opportunity for the farmer to do a better job of sanitation. In old hog lots it is impossible to follow a program of sanitation. Concrete floors, however, can be kept clean and reduce problems of parasites and diseases.

Hog growers using concrete are required to do a better job of feeding.

Pasture feeding often covers up mistakes made in feeding hogs. An adequate ration results in faster gains and cheaper pork production.

Sanitation can become a problem if proper drainage is not provided and if waste material is not removed from the floor and outside of the pen during summer months.

Farmers have found it necessary to use a windbreak on at least three sides of the pen. This helps prevent colds and flu from developing in hogs.

A major problem in feeding hogs on concrete floors is to obtain thrifty pigs. Many pigs that have been bought were unthrifty, resulting in loss from death.

Farmers feeding hogs on concrete floors must be willing to work and stay with the job. This highly specialized program requires close supervision so that the farmer can recognize any trouble that develops and reduce losses from disease.

Future Outlook

There is little doubt that the number of hogs fed on concrete floors will increase in North Carolina. If so, a program must be developed to furnish feeder pigs to farmers not situated for producing their own.

Farmers raising pigs should revise their breeding programs so that sows farrow throughout the year. This type of swine program seems to be better suited for large producers and its future will depend on the ability of the farmers to do a good job of feeding and management.

Contract feeding is being discussed by some people, including the packers and feed companies. Future developments will depend on the type of contract developed.



Family ties and love of children are strong among Indians. Note mother's dress and the baby's cradle board, both typical of the Apache tribe.



Producing food is difficult in dry desert areas of Navajo country. This cornfield shows many stalks grown in hill as protection against wind and shifting sand.



Community cleanup project contributed to safer place to live. Facilities for trash disposal are poor on many reservations.

Indians work for a BETTER LIVING

by MARY KENNINGTON, *Federal Extension Service*

A traditional goal of Extension has been to help people obtain a better living. This is the same objective of agents working with Indian families.

Indians are receptive to ideas which will help them attain a better life and a promising future for their children. When the relationship of "friend and neighbor" is established by extension workers, Indians forget their shyness and share their thoughts and desires in a constructive way.

Low income and inadequate facilities for family living comforts apply to many of the 226,000 Indians living on reservations. Extension agents must consider these factors, as well as the degree of academic education, adherence to cultural patterns, variations in social and religious values, shortage of useable resources, language handicaps, and sometimes geographic isolation.

More intensive educational work is often necessary. Many agents find

that more personal contacts must be provided through farm and home visits, demonstrations, tours, meetings, and development of local leaders than with non-Indian groups.

Extension workers are helping families and groups in the fields of agriculture, family living, 4-H, and community improvement. Encouraging results are evident when the Indians participate in program planning. Then they become aware of their situation and establish plans for providing a better way of life.

A good example is the Fort Hall, Idaho, Agricultural Advisory Council. This group and the extension staff are discussing ideas, desires, and abilities of the people and working toward a plan for improvements.

Women's Activities

Home agents find that Indian women are interested in the same projects as non-Indians when these activities are adapted to their needs and abilities. They are interested in



Interest in sports and recreational activities is obvious in this game of stickball played by Mississippi Choctaws. Many communities lack facilities for organized recreation.



Oklahoma Indian women use frozen foods. A home economist with extension

food and clothing, for example, especially when it relates to children.

Family diets are often inadequate and low in calcium and Vitamin C. Indian women respond to ideas of preparing and improving the use of available foods. As an illustration, the use of non-fat dry milk in breads, soups, and drinks is well accepted. Many women have found that a garden plays the dual role of providing a better diet and supplementing the family income.

Women's groups often raise funds to send delegates to county and State events, improve community meeting places, or send boys and girls to 4-H Club activities. An Oklahoma home demonstration club refinished and reupholstered two altar chairs for their church. In San Carlos, Ariz. the women led a cleanup project which cleared the area of litter and contributed to a safer, more attractive community.

Community Spirit

Indian people are notably community minded and enjoy activities that include all age levels. Indians recognize the need for social and recreational satisfactions and community gatherings, school, church, and tribal meetings provide both.

Additional social and recreational opportunities, as well as the chance to develop skills, are provided Indian children through 4-H Clubs. These activities contribute to adult programs, too. Agents find that parents who attend meetings with their chil-

dren often adopt recommended practices more readily than others. The self-confidence gained through 4-H Club participation encourages both children and parents to take part in activities outside the reservation. For example, 11 women and 11 girls attended extension activities outside the reservation as a result of planned activities at the Jicarillo Reservation in New Mexico.

Fairs, achievement days, and other community gatherings are generally well attended. Indian parents indicate the same pride in achievements of their children as other parents. These activities serve as easy "mixers" and help to eliminate shyness of Indian children.

Example of Enthusiasm

The Jicarilla-Apache 4-H Achievement Day Tea illustrates the interest and enthusiasm for this type activity. More than 150 people turned out and parents pointed with pride to the accomplishments of their children. This was the girls' party, from start to finish, despite the fact that none had attended a tea before. They prepared the cookies, met guests at the door, made introductions, served refreshments, and took guests on a tour of the exhibits.

There are a lot of barriers to be overcome as Indian families work for a better living. Through activities such as these, however, extension workers are helping them to gain attitudes and skills that will have a deep influence in the years ahead.



Clothing projects are popular among Indian girls, who are skillful in using their hands.



A 4-H Club project resulted in these improved, well-labeled mail boxes in a North Carolina Cherokee community.



Family labor and \$500 changed this neglected Oklahoma home to one in which entire family took pride.



ing in preparation and use of the electric cooperative works in this program.



Hopi women learn by doing as they use a new pressure cooker to prepare a meal for club members.

We Multiplied Our Training Efforts

by MARY E. JACOBSON, *Food and Nutrition Specialist*, and JAMES D. BROMLEY, *Consumer Education Specialist, Rhode Island*

When enthusiasm for a project is greater than facilities can handle, something has to be done. In a situation like this, an extension worker has to find ways to meet this interest.

We had this problem at our 4-H Camp in Rhode Island. In evaluating the camp program, extension specialists noticed that an abundance of enthusiasm was going to waste. The outdoor cookery class was continually turning away boys and girls because of lack of facilities and supervision.

Could the project be expanded to teach more youngsters? Interest was high but facilities were extremely inadequate and camp funds were limited.

Home-made stoves and fireplaces seemed to be the best answer to the equipment shortage. For stoves, oil

drums were split in half lengthwise and legs added. Cement block fireplaces were simple to construct and the grills were made from hardware mesh and scrap pipe.

Equipment-wise, we were in business. But two specialists were no match for the anticipated enrollment. A class of 10 youngsters in outdoor cookery would be no problem. With 25 to 30, most of the time would be spent supervising rather than teaching. And prospective enrollment for this class was 60 boys and girls ranging in age from 10 to 16.

If 10 people make an easy group with which to work, why not divide the youngsters into such units? This would call for six adult leaders, however, and that was exactly twice the number available. The solution was to put a junior leader in charge of each unit of 10 youngsters. Then two

units, or 20 youngsters with their leaders, were assigned to each adult leader.

This plan sounded fine but its success hinged on the junior and adult leaders. Unless the leaders did their jobs properly the whole scheme would fall apart. They were willing to cooperate but they had to know what was expected of them.

Before classes started at summer camp, a training session was held for the adult and junior leaders assigned to the outdoor cookery project. They were given a complete rundown of the week's activities and each day's demonstration was conducted on a reduced scale. Then the leaders knew exactly what was planned and their duties each day. To supplement this information, each leader was given a mimeographed sheet outlining each day's program, supplies needed, duties of leaders, and suggested jobs for campers.

When classes started, the leaders knew what was expected of them and they did their jobs well. Instead of a milling group of 60 youngsters, there were six well-ordered units of 10. Each group had a junior leader in charge with every two units under the watchful eye of an adult leader. The State specialist was available for general assistance to all groups.

The fact that the 60 youngsters were taught outdoor cookery was something of an accomplishment. But the greatest value of this project was the benefit to the junior leaders. They gained leadership skills and the rest of the campers had an opportunity to see effective leadership in action.



Each junior leader trained a group of 10 youngsters in the cooking project.



Well-trained leaders solved the problem of lack of personnel to supervise this outdoor cooking project.

Junior Leader Training Pays Big Dividends

by GLADYS M. MUSGROVE, Ravalli County Home Demonstration Agent, Montana

DIVIDENDS from junior leadership training in Ravalli County, Mont., are multiplying in a chain reaction. From junior leaders, to adult leaders, to county activities, to 4-H members, the benefits of training are growing.

Three years ago we started special training for junior leaders. Leadership skills and attitudes, acceptance of responsibilities, and feelings of real worth and accomplishment have increased among the junior leaders. And contributions by this older group have enhanced the entire 4-H program.

We started the training on an area basis in the county. Junior leaders made their own selections of subject matter, including How To Conduct Top-notch Meetings, Recreational Leadership, The Job of a Junior Leader, and Camping.

Evaluated Program

During the second year, requests for training from junior and adult leaders coincided so closely that instruction was given in combined workshops. Help was offered on demonstrations, recordkeeping, judging, and developing a sound understanding and philosophy of 4-H. Through group discussions and evaluations of the current program, they developed their own answers to the questions of what

constitutes a sound 4-H program and philosophy.

Workshops for junior and adult leaders are good for two reasons. They produce a feeling of maturity and acceptance on an adult level for the junior leaders and bring the two groups closer together.

Since this combined training proved successful, we used it again in the third year. For some time both junior and adult leaders had asked for help in understanding and working with younger 4-H members. This training, along with How People Learn and How to Teach Effectively, was given during the year.

Practicing Leadership

The first good opportunity for junior leaders to practice leadership skills was at 4-H camp. They plunged enthusiastically into planning the camp program. The entire 4-H membership has benefitted richly from the creative contributions to camp programs by junior leaders.

While junior leaders were searching for camp program ideas, history was introduced. Montana was commemorating the 150th anniversary of Lewis and Clark's exploration through the territory acquired in the Louisiana Purchase.

The valley now known as Ravalli County is where Lewis and Clark's exploring party met the Salish Indians. This tribe pointed out the pass over the Bitter Root Mountains to the Columbia River.

The 4-H campsite is only a short distance from where the explorers met the Salish Indians, and directly on the creek which Lewis and Clark followed into the valley. With this combination of circumstances, it was natural for the junior leaders to suggest exploration as a camp theme.

They decided to enact a pageant to depict the meeting of the explorers with the Indians. Needing help on facts, costumes, and drama, they appealed to members of the local historical society and the idea became



Junior leader teaches basket making at 4-H Camp with an Indian theme.

a cooperative adventure in history.

The pageant was only a part of the junior leaders' contribution to the camp's success. They helped teach crafts, organized and supervised recreation, handled campfire programs, and acted as counselors for younger members. Their well-earned respect and prestige became an incentive to other older members to attain the rank of junior leaders.

Fired by the success of their previous experience with a history theme, the camp program planned by junior leaders the following year also revolved around history of the area. This time they searched out information about the missionaries, trappers, builders and settlers, and their lives as pioneers in the valley.

The result? Members came to a 4-H camp that offered opportunity to acquire some of the skills of these pioneers in handling firearms, surviving in the wilderness, and cooking over a camp fire.

You might well ask at this point, "What did the adult leaders do?" As one of them said, "We enjoyed camp, with so much of the work assumed so enthusiastically by junior leaders." The opportunity to sit down with adult leaders in an evaluation of

(See *Big Dividends*, page 166)



Fly tying is a popular project at Ravalli County Camp



Restaurant operators go to school.....



by LEE KOLMER, *Extension Economist, Iowa*

RESTAURANT operators are an important part of the farm-to-consumer chain. Approximately 1 out of every 4 consumer food dollars is spent in restaurants.

Three years ago in Iowa, we began to think about how we could provide restaurant operators with information that would help them become more efficient food marketers. At the same time, the Iowa Restaurant Association began thinking about how the college might help restaurant operators with management problems. In the discussions that grew out of this thinking, the Extension Service and the association decided to co-sponsor a 1-day management short course in February 1957.

We recognized early that restaurant problems in an essentially rural State like Iowa are different than restaurant problems in highly industrialized areas. Iowa has approximately 6,000 licensed restaurants serving a market of about 2,600,000 people. Des Moines is the only city of over 100,000; only four other cities in Iowa have a population over 50,000.

With such a population distribution, most restaurants are relatively small. About 75 percent have five or fewer employees. The turnover among restaurant operators is relatively high, primarily because of poor location, poor management, and/or inadequate financing.

These problems made it necessary to design a program that would provide small operators with information and ideas that could be easily and quickly adapted to their operations. Teaching personnel for the course were recruited from the economics

and sociology department and institution management department of Iowa State College, retailing department of Drake University, and the restaurant industry. A 1-day session was considered desirable to minimize time and out-of-pocket costs to operators.

Creating Interest

Copies of the program were sent to all members of the restaurant association. A section of one issue of the association magazine was devoted to informing operators of the program and the possible benefits operators could obtain by participating. In addition, news releases were prepared by the college and the association prior to the course.

A total of 87 operators and employees attended the 1957 course. Topics discussed were: employee performance, training programs, labor relations, planning of management functions, menu planning, and management control.

Questionnaires were sent to all participants about 30 days after the course. Its purpose was to obtain reactions to the subjects covered, distribution of presentation and discussion time, and length of the program. The participants were also asked to indicate problem areas they thought suitable for discussion at future courses.

On the basis of questionnaires returned and our appraisal of the course, we decided to change the 1958 course to a 1½ day session. We also allowed more time for panel and group discussions, with each topic

covered by both a professional person and an operator.

Topics covered in this year's course were: buying and pricing food, effective advertising and salesmanship, future outlook for the small town restaurant operator, controlling labor costs, and menu pricing. A tour of a university food service operation was also included.

This short course is a beginning in the process of helping restaurant operators become better food marketers. Increased efficiencies may result in more profitable businesses for individual operators, better products offered to consumers, and better outlets for farm products.

BETTER LIVING

(Continued from page 157)

made from feed sacks or used clothing. Often we've had to combine colors and materials to get usable garments and this gives the opportunity to teach the fundamentals of color and pattern. Learning how to make material "do" by redesigning has been a big step forward.

Small houses, many children, and little extra money create problems in play and recreation for the youngsters. They stay outdoors much of the time, but have little play equipment; many children not occupied develop behavior problems.

By using toy-making bulletins and actual homemade toys they could copy, homemakers made useful and constructive toys such as bean bags, stocking dolls, blocks from pieces of wood, soft animals from colorful cotton scraps, and drums from cans. The home advisor carries kit of demonstration toys to keep children occupied while mothers attend group meetings.

What has this whole effort meant to families? They have better food because the homemaker learned how to plan, buy, prepare, and serve better meals. They're using more green and yellow vegetables and milk. Their homes are becoming cleaner and more attractive. Families are better dressed for less money and effort.

As one Mexican mother exclaimed when she learned to make a boy's shirt: "It isn't hard to do since you showed me how."

YOUTH SELL PIGS THE CO-OP WAY

by WILLIAM H. COLLEY,
Assistant Agricultural Editor,
Missouri

TWICE a year, the quiet of early morning in Vienna, Mo., is shattered by boys' excited yells and pigs' high-pitched squeals.

This is the all-important day when South Central Missouri 4-H and Future Farmers of America boys find out what kind of job they have been doing in producing feeder pigs. It's Vienna Junior Feeder Pig Sale day, the State's first successful cooperative pig marketing venture for members of organized youth groups.

A noisy business-like rush dominates the scene. Amid a bunch of protesting porkers, Livestock Specialist E. S. Matteson yells, "Grab those two big ones, boys." Two strong 4-H'ers respond, a gate creaks, and the two big ones are separated from their litter mates. In short order, this bunch is graded and sorted, and Matteson moves on to the next.

Other 4-H'ers move the sorted pigs toward the scales. After being weighed under the supervision of county agents, the porkers are hustled into pens by still other 4-H'ers.

Through weighing, the pigs are handled on an individual owner basis. As each group comes off the scale, a ticket showing weight and ownership is made. Then, the small groups are combined according to size and quality to make large, uniform lots.

Before each lot of pigs enters the sale ring, it gets a good soaking from the spray crew. This eliminates any possibility of lice or mange.



Spraying eliminates any possibility of lice or mange and helps to combat restlessness.

The final bid on each lot of pigs is a big moment for the junior producers. The price received tells whether they made the right decisions in selecting breeding stock, management, and feeding.

This cooperative marketing operation involves 4-H'ers and FFA boys from several counties. Sales are held in fall and spring to fit a two litters-a-year system.

How It's Organized

All sale operations, arrangements, and regulations are handled by 4-H leaders and members. A sale committee, made up of one leader and one older 4-H'er from each participating county, provides the leadership. The committee arranges for the sale barn and pens, sets consignment dates and rates, and enforces health and quality regulations.

Educational work related to producing and marketing feeder pigs is done by county agents and livestock specialists. They hold special leader training meetings, encourage the youths to obtain improved breeding stock, and supervise grading, weighing and grouping at the sales.

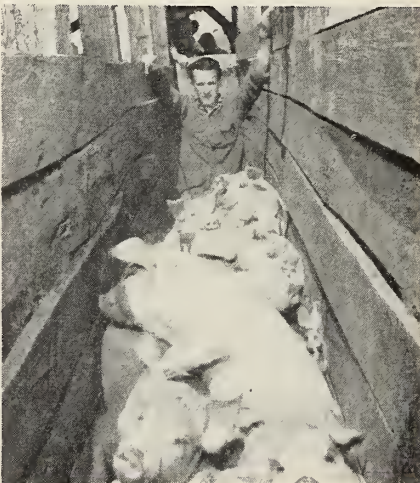
The sale gives junior producers practical experience in marketing and an effective means of evaluating their project. They get pointers on grading and what to look for in quality. Watching the sale, they see what kind of pigs the buyers want.

These youngsters also learn that producers' cooperative marketing is

a selling technique that fits today's big Corn Belt hog-feeding operations. Cooperative marketing provides big operators with large numbers of pigs of uniform quality and size as well as a central collecting point to minimize transportation costs.

These semi-annual sales are providing a new approach to organizing 4-H Clubs in South Central Missouri. County staffs find it easy to organize new clubs on this one-project basis.

All youngsters take the 4-H sow and litter project the first year. As the new clubs grow in 4-H experience and desire to expand, they add new projects and other special interest features to their programs.



4-H'er urges a bunch of graded pigs toward scales. After weighing, pigs are combined with others of similar size and quality.

MORE ECONOMICS

(Continued from page 155)

Now let's turn to the second question and identify five categories of possible projects for economic emphasis. These would include individual projects in which a member analyzes his project results, projects in which a member or group analyzes a given situation, projects which feature the conduct and management of a money-handling activity, projects which are concerned with acquiring capital over a period of years, and projects which feature group action for individual benefit.

Analyze Record Book

For projects in which a 4-H member analyzes his own project results, the already established record book system can be used. It can be judged almost entirely on the economic basis. In addition to the usual considerations, such as neatness and preciseness, major consideration would be given to the business aspects of the project.

Many of our record books would need to be redesigned in order to make the analysis by the 4-H'er meaningful to himself and to the project judge. Illustrative of the way a 4-H member would analyze his situation would be consideration of such points as:

Determining the availability of markets for his project as a producer, deciding what to produce to satisfy a particular market, deciding what size project to start, deciding whether to have the 4-H project, and making choices to reflect management of the project.

State 4-H leaders, working closely with their agricultural economics colleagues, could scale these ideas to a size comprehensible to the 4-H'er. For example, a 14-year-old could discourse on trends and cycles. It would not be too complicated to show a diagram of a hog production cycle and point out the reasons why it is so, and then relate the existing situation to the cycle.

For projects in which a member or group analyzes a given situation, we have many types of activities available to carry out an economic approach. Essays, debates, public speaking contests, forums, or balance

sheets would provide excellent means of measuring proficiency in analyzing a given situation.

Types of projects in this category include: visiting different types of markets—auction, wholesale, roadside; explaining market margins and the spread between the farm price and consumption price; explaining the various services involved in marketing; and demonstrating comparative advantages of different producing areas.

An example of a project in which the 4-H'er conducts and manages money-handling activities is the roadside stand. The project should demonstrate to the 4-H'er the value of such information as costs of each unit, dates of marketing, costs and description of roadside facilities. It should also illustrate the value of records and description of preparation for market, physical inputs and outputs, and a summary of costs and returns, as well as the consideration given to alternative choices and their possible effect on profits.

A project in capital acquisition would record the progress made in accumulating capital over a number of years. Financing would become important to show the proper use of credit. A year-to-year net worth statement with a complete balance sheet would be necessary.

A project featuring group action for individual benefit would be an activity in which members of one or more clubs affiliate to carry out a specific objective. Examples are a buying cooperative, a selling cooperative, or a community development project.

Logical Approach

It should be clear at this point that there is a logical and not too difficult way in which economics can be introduced into the 4-H program. This is necessary for the future development of a program that hopes to expand and grow within a framework acceptable by society. We will flounder in this effort if we attempt to apply a rigorous economic interpretation to a completely uninformed clientele who do not understand complex situations. On the other hand, we can succeed if we identify the ideas of economics and select them according to size and complexity to

meet the different phases of development that youth experiences in maturing.

Let economics begin for a 10-year-old when he turns in his first record book. The ideas would have to be simple at this age, but they would initiate a development which would help keep the boy or girl in our youth program until he reaches adulthood. Then we would see experienced young men and women who are qualified to discuss economic problems on even terms with the best of analysts.

BIG DIVIDENDS

(Continued from page 163)

camp was still another step in leadership training for these young people.

In 1957, the third year of special training, history had become an accepted part of camp.

"Why not invite the Salish Indians to visit our camp?" some suggested. The invitation was issued and six of the tribe came to the camp. The entire schedule of camp activities was built around the Indian theme. The Salish sat around our campfire and told Indian legends about the area. They related instances of Indian history, explained the laws and government of their tribal council, and told how treaties with the white man had affected the lives of their people. Attitudes toward another race were built around that campfire, as well as a knowledge of history.

Benefits of Training

After three years of junior leader training, we can see many dividends to the county 4-H program. We also recognize the need for improvements and hope to carry them out.

Junior leadership now has real meaning to our older members. The training has attached prestige to the project that is holding them in 4-H.

Junior leaders have gained in skills and confidence and are assuming more responsibilities in county activities. They have developed a feeling of real worth and accomplishment.

And the camp programs have been enriched by the creative thinking of junior leaders. They have woven historical heritage into camp life in such a living, dramatic manner that it has become a tradition in Ravalli County.

the TOTAL approach gets RESULTS



All means of communication were pulled together in the "total approach". Above are Opal Roberson (left), clothing specialist, and Candace Hurley, assistant extension editor, with some news articles.

by **ARDIS W. McMECHAN**,
Assistant Extension Editor, Iowa

MASS media versus direct teaching? There is no versus about it in Iowa as home economics specialists take a close look at people's needs in each subject matter field and how they can best meet these needs.

Through the "total approach," specialists are using each communication medium for optimum teaching potential. The best features of television, radio, press, publications, leader training, and personal contact are combined to help more people than ever before. Real analysis of each medium's effectiveness has shown tremendous results in terms of reaching people with important information.

Coordinated Approach

Behind a single important educational program there is total coordinated use of all communications methods—direct and indirect. The State leader, home economics supervisors, and the editorial staff back up this total approach by specialists and county workers.

A case in point is one phase of the clothing program. Home economists recognized the impact of today's rising costs on family living. One way the clothing specialists saw to meet this need was through makeovers for children.

The big questions facing the spe-

cialists were, "In what ways can we spend our time and energy to get the greatest results with a State-wide program on makeovers? How do we organize through the counties? How do we reach all people who are interested in conserving their family resources?"

Responsibilities Shared

Here's how responsibilities for the program were divided:

The State leader encouraged planning, helped specialists with scheduling, kept county staffs informed, and encouraged their participation.

Supervisors worked with county home economists as they considered how to integrate televised teaching series with ongoing programs.

County home economists discussed the program with family living committees, selected ways to utilize the program, held workshops for specific construction problems, worked out special displays, encouraged enrollment and viewing of televised series, and distributed materials through schools, factories, and welfare organizations.

Specialists trained county staffs, did direct teaching via TV and worked with home economics editors in development of literature, promotional kits for county staffs, and exhibits.

Home economics editors developed specialized promotion materials and worked with commercial stations in the initiation of the series and follow-up evaluation.

Almost 6,000 women enrolled for the New Ways With Castaways series when it was presented on WOI-TV in the winter of 1957. Since then thousands more have followed the series on four other commercial stations.

Evaluation by the county home economists shows that the series reached people never contacted by Extension before. Many more urban women are now taking part in extension activities.

The series helped many women recognize the values of management of family resources. One news article brought 300 phone calls to the county office for literature and more information.

This was an opportunity to do a real public relations job through supplying educational material to commercial stations. Program directors are aware of the cooperation they can obtain from the college in presenting educational programs.

Future Plans

Clothing specialists will continue to train county workers who have New Ways With Castaways in their county programs. Specialists in landscape architecture, home furnishings, and family life are also using this coordinated approach.

Based on the expressed needs of the people, this total approach is being made to problem situations. Across the board cooperation between extension specialists, administration, county workers, and editorial staff is putting subject matter programs across effectively and efficiently.



Kinescoped television series performed a major role in the New Ways With Castaways State program. Clothing Specialist Shirley Smith is shown giving demonstration.

Raising Race Horses— A Novel 4-H Project

by SHIRL E. BISHOP, Riverside County Farm Advisor, California

Editor's Note: Horse projects, relatively new in 4-H, continue to grow in popularity. They offer youth an opportunity to acquire healthful living habits, to participate in group activities, and to obtain direction in the use of leisure time. The following article describes an unusual race horse project, not completely adaptable in other counties. This project introduces some of the economic factors recommended in the article on page 155.

BUYERS and sellers of race horses have stiff competition at one California sale. They have to bid against 4-H'ers who raise these thoroughbreds for their projects.

Unusual? Yes, but not for the Loping Lads and Lassies 4-H Club. These Riverside County boys and girls have raised race horses since 1953 and have consistently made a profit on this unique enterprise.

The members buy and sell their animals at the California Thoroughbred Breeders winter sale each January. Competing with professional breeders and trainers, they have met with great success. The fine animals they display and their skill in handling them have gained the respect of everyone.

The 4-H'ers raise the thoroughbred foals or weanlings until they are two years old, then sell them. Their horses

bring excellent prices, too. One colt sold for \$3200 and several have been sold for \$1700 to \$2000. Five club members made a net profit of \$2600 on this project last year.

This business isn't too expensive either. Several members started with brood mares or weanlings that cost from \$100 to \$200. Expenses run from \$200 to \$400 per year, including feed, veterinary services, medicines, and insurance. Some members finance their projects through loans from the local banks, where they are preferred customers.

Selection of good blood lines is important, but the key to the success of these projects is in the way the animal is grown out. The calcium and

protein balances in the ration are critical and must be watched very closely.

Hoofs must be trimmed every two or three months in order to develop properly and corrective trimming is sometimes needed. Control of internal parasites is a big problem, so regular laboratory tests are a part of the program. All members, of course, have to keep up on the latest developments in feeds, diseases, and management procedures.

Under the expert guidance of Mrs. Dorothy McElhinney, club leader, the boys and girls carry out an ambitious training program for their colts. Young colts are put into the halter, gentled, and soon begin their training on a lunge line. Later they are exposed to bits, cinching, and sometimes ground driving. During the last few months the larger animals may be ridden. By the time of the sale, they are ready for their track training.

Not all of the Loping Lads and Lassies are interested in the race horse project; some carry on traditional type horse projects. All of them, however, are developing valuable skills and attitudes, as well as deriving pleasure and satisfaction from this experience.



Loping Lads and Lassies 4-H Club members look over the thoroughbred being raised in race horse project.